



Czech Republic

Education for All 2015 National Review

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Education for All

Section 1: Introduction

Description of the country's context and commitment to the Education for All programme

At the turn of the millennium the Ministry of Education, Youth and Sports (MoEYS) embraced the principle of promoting the development of schools and other educational institutions and activities that make up the national education system, on the basis of a general framework for educational policy and clearly defined medium and long-term plans set out and made public in a binding government document. This approach resulted in the development of the “*National Programme for the Development of Education in the Czech Republic*”, a systematic project that articulated the major themes, general intentions and development schemes relevant for the advancement of the education system in the medium term.

The National Programme for the Development of Education (the so-called White Paper) takes account, among other things, of the goals and requirements of the Education for All programme to which the Czech Republic has signed up. Therefore the White Paper is a document that meets the requirements for a National EFA Action Plan. The authors of the White Paper drew on analyses and evaluations of Czech education made by national as well as international experts. The resources used were, above all, annual reports of the MoEYS on the condition and development of the education system and OECD reports and surveys. In addition to this, public debate with social partners, representatives of civil society, various non-professional associations concerned with education and, last but not least, representatives of school staff and teachers constituted the second source of data informing the goals and recommendations set out in the White Paper. Following the incorporation of comments from the relevant bodies the final version of the National Programme for the Development of Education was discussed and approved unanimously by the government of the Czech Republic on 7 February 2001.

Institutions responsible for implementing EFA and coordination mechanism

According to the Competency Act establishing ministries and other central state administration bodies the responsibility for the implementation of the White Paper and the Education for All programme rests with the Ministry of Education, Youth and Sports of the Czech Republic and organisations directly managed by the ministry.

Section 2

Goal 1: Early childhood care and education (ECCE)

National objectives for 2015

At the beginning of the millennium the Czech Republic committed itself to the following objectives in order to contribute to improving the conditions for early childhood care and education.

- To guarantee the legal right of every child of pre-primary age to pre-primary education and provide a real opportunity to exercise this.
 - To establish pre-primary education as an integral part of the education system (pre-primary level of education).
 - To stipulate by law that municipalities have an obligation to provide pre-primary education for all children at the given age whose parents ask for it.
 - To utilise demographic decline and ensure general accessibility of pre-primary education without any limitations, to establish preparatory classes in kindergartens and to integrate socially, culturally and physically disadvantaged children.
 - To establish preparatory classes intended for six-year-old children in basic schools only when no other solution is possible and to ensure that these classes work in line with strictly defined conditions.
 - To develop a system of social allowances and design a form of compensation for kindergartens to ensure that fees are not an obstacle to children participating in pre-primary education.
 - To adapt the financial coefficient (“normative”) for children with special needs – i.e. to differentiate this according to the complexity of the care needed.
 - To make it possible for pre-primary teachers to take part in decision-making about a child’s starting or postponing compulsory education in basic school (reasons: expertise, long-term knowledge of the child).
 - To create opportunities, in cooperation with other ministries involved in child care and education (Ministry of Health and Ministry of Labour and Social Affairs), for developing programmes that could provide necessary social and expert assistance in the care and education of children younger than three years of age; to use the existing experience and to cooperate with non-profit organizations in this area in order to meet this objective.
 - In the framework of lifelong learning to promote the development of:
 - a) programmes ensuring quality care and education for children under three years of age especially through cooperation with the family and/or mother;

b) programmes that in the case of children with special needs would compensate for the children's disadvantages (i.e. programmes providing a therapeutic environment, helping in the prevention and early identification of developmental impairments, etc.) with particular regard to the needs of the Roma population;

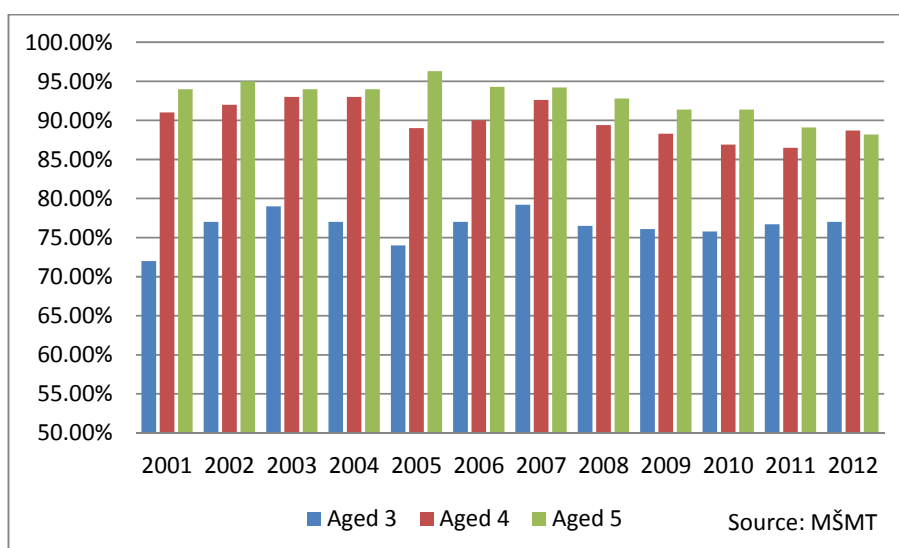
c) programmes that would enable children living with their families to participate, with the agreement of the family, in institutional education that would enrich the child's activity and support its personal and social development.

- To design a framework programme for pre-primary education and to formulate new framework goals, content and expected outcomes of education (child competencies). At the same time, to stipulate conditions for the provision of pre-primary education. To ensure that the framework programme is implemented in accordance with the specific conditions of schools and children – school curricula.
 - To provide a legal basis for the framework programme of pre-primary education, ensuring the requirement for every educational institution to work in accordance with a school educational programme.
 - To create opportunities for children to be in contact with a healthy natural environment as much as possible, as such contact provides children with comprehensive information necessary to understand natural interactions and allows them to be active.
 - To allocate a portion of public resources to fund research programmes intended to improve the quality of pre-primary education.
- To provide Bachelor programmes for pre-primary teachers at universities' faculties of education or at tertiary professional schools. The main reason for this is the broad range of specialist educational and social knowledge and skills that pre-primary teachers have to master. This measure can also be seen as an effort to enhance their social and professional status.
 - To legislate for changes in required education and qualifications.
 - To establish and ensure funding for a new study programme for pre-primary teachers within initial education and compensatory programmes for in-service training. To develop other forms of continuing education within pedagogical centres.
 - To transform the existing upper secondary pedagogical schools either into tertiary professional schools or into upper secondary schools with general educational programmes, possibly with a pedagogical focus (but not providing a full teaching qualification).

Progress towards implementation of the goal

In 2001, several objectives were set in relation to pre-primary education. Ensuring that every child of pre-primary age has a legal right to pre-primary education that is not limited to mere childcare is among the most important ones. In general, support for pre-primary education should aim at boosting the motivation, talents and development of various capabilities of children that can then be further developed throughout their lives. Another objective concerns improvement of the quality of pre-primary education by means of making Bachelor's degree the minimum qualification for pre-primary teachers. This may serve as evidence of the key importance attributed to pre-primary education in the development of each child. These objectives have not been met in full. As part of school reform the organising bodies for kindergartens (mostly municipalities) are obliged to provide a place for all children in the last year before entering compulsory education. Moreover, legislation has been enacted providing for workplace nurseries, but the necessary incentives for companies to have them established have as yet not been introduced. In 2012 the Framework Education Programme for Pre-primary Education was complemented by concrete expected outcomes that more closely follow the current trends in education. The objective of ensuring that every child is legally entitled to pre-primary education for longer than a single year before they start school has not been met, nor have the qualification requirements for teachers been increased. The rate of participation in pre-primary education of the relevant age group is 88% in the last year of pre-primary education and it has slightly declined in recent years (in 2005 the rate was over 96%). For four-year-olds the rate of participation is similar and it has been stable over the long term. The proportion of younger children attending pre-primary facilities is much lower – 77% for three-year-olds and 27% for children younger than three (see Graph 1). This development has been coupled with capacity problems in recent years due to larger age groups reaching pre-primary age.

Graph 1: Rate of participation in pre-primary education



Pre-primary education is provided by kindergartens or it may take place in preparatory classes at basic schools. Kindergarten is embedded in legislation as a type of school and part of the education system. The organisation and provision of education provided by kindergartens is therefore subject to regulations similar to those other schools have to observe.

Pre-primary education is normally organised for children aged three to six (seven) and it is not compulsory. According to the Education Act, provision of pre-primary education is a public service. In most cases there is a fee for attendance at kindergartens. In kindergartens established by the state, region, municipality or an association of municipalities pre-primary education is free of charge for the period of 12 months prior to commencement of compulsory education (§ 123 par. 2 of the Education Act, as amended). Children in the last year before starting compulsory schooling get preferential admission to pre-primary education (§ 34 paragraph 4 of the Education Act, as amended). This allows for levelling out possible differences in children's communication and cognitive skills so that potential problems related to their integration may be avoided.

Special education care is provided to children with special educational needs (SEN) – i.e. children with physical disabilities and physical or social disadvantages. School guidance facilities (educational-psychological guidance centres and special education centres) deliver a range of services including provision of information, diagnostic work, guidance and methodological activities. Special education may take place in classrooms or schools set up to cater to pupils with SEN and it is also provided for children placed in kindergartens that are part of children's homes and diagnostic institutes (i.e. residential care institutions for children with behavioural difficulties). In 2012/13 there were a total of 110 kindergartens set up specifically for children with SEN and they were attended by 3,383 children (out of 354,340). An additional 4,499 children attended special classrooms in mainstream kindergartens. Apart from special classrooms children with SEN may also be integrated into mainstream education. In 2012/13 there were 9,767 children with a physical disability in kindergartens (i.e. 2.8% of the total number of children in kindergartens) of which 2,156 were integrated into mainstream classrooms at kindergartens.

Indicators

- Gross Enrolment Ratio (GER) in pre-primary education and other ECCE programmes by sex
In 2005/2006 the gross enrolment ratio in pre-primary programmes was 107.2% for boys and 103.6% for girls. In 2011/2012 the GER was 107.4% for boys and 97.1% for girls.
- Percentage of new entrants to primary Grade 1 who have attended some form of organised ECCE programme, by sex
This indicator is not monitored in the Czech Republic.

- Enrolment in private pre-primary education and other private ECCE programmes as a percentage of total enrolment in pre-primary education and other ECCE programmes
In 2005/2006 the proportion of children enrolled in private pre-primary facilities was 1.4% of the total number of children in pre-primary education. In 2011/12 the percentage was higher – 2.1%.
- Percentage of trained teachers in pre-primary education and other ECCE programmes with required academic qualifications to teach at pre-primary education and/or ECCE according to national standards, by sex
In 2005/06 teachers with higher education qualifications required to teach at ECCE facilities accounted for 93.6% of full-time equivalent (FTE). In 2011/12 the figure was 88.3%. For this indicator sex is not monitored in the Czech Republic.
- Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education
This indicator is not monitored in the Czech Republic. The percentage of expenditure on ISCED 0 + not allocated was 0.51% of GDP in 2006 and 0.66% of GDP in 2011.
- Pupil/teacher ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programmes)
In 2005/2006 there were 12.6 children per one teacher (FTE) at pre-primary level. In 2011/12 the figure was 12.8.

In the upcoming years measures will be taken to achieve the following objectives:

- To introduce the last year of pre-primary education as compulsory;
- To eliminate postponements of school attendance by means of early identification of a child's difficulties during the pre-primary period (based on cooperation between parents, pre-primary teachers and guidance facilities);
- To create conditions, through systematic expansion of the network of kindergartens and their capacity, for each child to be admitted to pre-primary education if their legal guardians ask for this;
- To strengthen the educational function of pre-primary, non-parental childcare; alternative forms of childcare before entry into compulsory education that do not have a strong educational mission (e.g. the so-called children's groups – "kindergruppe") should only be supported as a temporary solution until the capacity of kindergartens or other educational institutions has been expanded;
- To increase, via specific and targeted action, the rate of participation in pre-primary education for children from groups and localities at risk of social exclusion;
- To initiate discussion about the requirement for more advanced qualifications on the part of kindergarten teachers;

- To propose, in cooperation with other relevant ministries, a coordinated measure concerning the education of children up to three years of age.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality

National objectives for 2015

At the beginning of the millennium the Czech Republic committed itself to meeting the following objectives in order to contribute to the improvement of conditions for the basic (i.e. primary and lower secondary) education of children.

- To accentuate the importance and specific elements of Stage 1 (primary) and Stage 2 (lower secondary) of basic education in major educational documents and in the related components of the education system.
 - To define Stage 1 and Stage 2 of basic education as two independent levels of education with specific goals and needs.
 - To see the professional qualifications of teachers at Stage 1 of basic education as an equivalent to the subject-specific education of teachers at more advanced levels of education (in terms of its importance, complexity and remuneration).
- To create a framework educational programme for basic education and to stipulate specific goals, content and key competencies and conditions for education at Stage 1 and Stage 2. To support the development of school educational programmes taking account of the specificities of the two stages of basic education.
 - To implement a system for stimulating schools to design and implement school educational programmes, and to pursue internal differentiation and to shape their profile in line with the pupils' needs.
 - To increase teachers' autonomy by a legislatively guaranteed choice of teaching methods and approaches. This autonomy should be accompanied by increased responsibility for changes to the ways in which instruction is provided.
- To provide a comprehensive solution for a gradual transition towards an integrated and internally differentiated system of education that makes it possible to create the best possible conditions for the education of all pupils, for the development of gifted pupils and for the integration of physically and socially disadvantaged pupils.

At Stage 1:

- To encourage more variety in organising instruction and making it attend to individual pupils' needs by means of increasing the number of teaching hours in teaching plans.
- To make use of the decline in the number of pupils to fund a broader and more differentiated instruction (strengthening language teaching starting from Grade 3,

introducing basic IT skills, optional subjects, projects, introduction of teacher assistants, school psychologists etc.).

At Stage 2:

- To begin a planned reduction of six- and eight-year general education programmes (so-called “*gymnázia*”). This change should be embedded in legislation and should be seen as one of the key modifications of the education system.
 - To ensure, in terms of legislation, organisation and human, material and financial resources, a diversity of content and internal differentiation of education at Stage 2 of basic education that will make it possible to maintain natural, heterogeneous groups of children in classrooms.
 - To ensure, by means of setting a flexible upper limit on the teaching hours in teaching plans and in line with schools’ conditions, a larger proportion of optional subjects, subject integration, teaching at two levels of difficulty, teaching in blocks and projects, teaching in heterogeneous groups, discretionary work, teaching according to a week plan, teaching on site and other means of differentiation and individualization of teaching according to the interests and special needs of pupils.
 - To offer, within the school’s remit, a wide range of optional and leisure activities linked to those set out in the teaching plan. To ensure a maximum possible degree of parent involvement in all school activities.
 - To promote the quality of Stage 2 of basic education by establishing the positions of teacher assistant, school psychologist and coordinator of specific educational activities.
 - To provide grants to support programmes and projects pursuing the development of an internally differentiated basic education at Stage 2.
 - To conduct, on a continuous basis, comparative research in order to prove the effectiveness of changes implemented at Stage 2 of basic education. To publish the outcomes and good practices of schools.
- To emphasise the overall transformation of school life and teaching, to support innovative programmes and activities that meet the needs of pupils at a given age.
 - To change the classroom climate and the ways of motivating pupils; to identify and test various activating teaching methods and approaches, to publish the experience of the best teachers, to initiate the design of new teaching materials, to encourage research to assess innovative changes in and the effectiveness of education with the involvement of Stage 1 and 2 teachers (through the provision of grants).

- To introduce the position of teacher assistant filled by graduates of secondary and tertiary professional schools focused on education and social studies, and possibly by graduates of teacher training programmes.
- To introduce changes in pupil assessment, to assess pupils principally with respect to their individual performance. To allow for written reports as a form of assessment throughout Stage 1 of basic education based on agreement between the school and the parents.
- To introduce a system of final or continuous assessment of pupils' learning the outcomes of which would be accepted by upper secondary schools as part of admission proceedings.
- To stress continuous assessment of pupils as opposed to examination. To end Stage 1 of basic education with a comprehensive assessment of the pupil's development, aiming to provide important feedback for the child and parents and promote the child's further development. To end Stage 2 of basic education with a comprehensive assessment of the pupil's development covering their potential with respect to their further education and including a recommendation for an academic or vocational programme that should become a basis for admission.
- In school evaluation, to focus on school leadership, teachers' involvement in content design and organisation of teaching, cooperation of teachers in carrying out their professional duties, teaching structure and its quality and challenges, school climate, communication between pupils and teachers, methods for assessing learning outcomes and intensive cooperation with parents. The relevant criteria should be identified to this end.
- To give recognition to teachers for work with socially and physically disadvantaged pupils and gifted pupils, for methodological coordination of a given subject area, for guidance of students in teacher training programmes and other work beyond the standard activities.
- To pursue enhancement of the system for designing textbooks and worksheets for pupils as a basis for differentiated and individualised teaching.
- To change the overall approach to teacher training for Stages 1 and 2 of basic education by means of qualification requirements set by the state. A Master's degree should continue to be the required qualification level while attention should be paid to the balance between subject-specific, pedagogical-psychological, methodological and practical components of the training.
 - To aim teacher training at a broader range of professional skills related to integration trends, transformation of school life, cooperation in designing school educational programmes, identification of pupils' needs, etc. To modify the

admission process accordingly (personal suitability, work with young people, teaching experience).

- To broaden and improve the quality of teacher training in teamwork and innovative activities, to include a larger proportion of personal and social development disciplines, didactics, special education and practical experience.
- To give special recognition to teachers, in addition to their results in the educational process, for their efforts at transforming the teacher-pupil relationship, changing the internal classroom climate, finding suitable ways of motivating pupils to learn and pursuing an individual approach to pupils.
- To introduce multidisciplinary training for teachers at Stage 2 and to provide more opportunities for achieving qualification in a third subject at teacher training faculties as a precondition for subject integration.
- To support continuing teacher training projects focused on changing attitudes through experiential learning (psychology part – introductory cycle), pedagogical skills (cooperative learning, teamwork management, project teaching), self-development (self-evaluation, communication, conflict solving, video interaction guidance, stress management), training of teaching staff in team cooperation for project implementation.

Progress towards implementation of the goal

The right to education is guaranteed by the Constitution of the Czech Republic, the Charter of Fundamental Rights and Freedoms that is part of the Czech constitutional system, the legal system and the commitments resulting from international conventions ratified by the CR.

According to the Charter of Fundamental Rights and Freedoms (Article 33), every individual has a right to free education in primary and secondary schools and, in line with their aptitude and the resources available to society, also to education at higher education institutions. School attendance is compulsory for nine years.

The principle of non-discrimination in education is embedded, inter alia, in Act No. 561/2004 Coll. on preschool, basic, secondary, tertiary professional and other education, as amended (the Education Act). This act stipulates the right to education also for pupils and students with physical disabilities and physical and social disadvantages.

The Education Act and the subsequent decrees have made some headway towards ensuring legislative and organisational conditions for creating an equitable and widely accessible system providing for inclusive and individualised learning at all levels of education. The act has also established formal conditions for taking account of the specific needs of pupils with physical disabilities and disadvantages (this is less true for pupils with social disadvantages) and gifted pupils. Implementation of these objectives was supported as part of a number of

ESF projects and grant and development schemes of the Ministry of Education, Youth and Sports.

The measures that aimed at changing the structure of the system (eliminating dead ends in educational pathways, support for inclusive education) have only been partially implemented. The structure of primary and secondary education still supports streaming and selectiveness. The proportion of pupils educated in specialised schools and classrooms has not changed significantly. Six- and eight-year general programmes (“*gymnázia*”) have not been eliminated. The proportion of pupils who attend selective schools and classrooms during compulsory education has remained unchanged. The teaching hours available are not, in most cases, put to good use in order to differentiate educational paths and gradually shape pupils’ profiles within school. These resources are used to further differentiate between schools. Competition between basic schools and *gymnázia* and within these two sectors, strengthened by population decline, has led to the development of selective classrooms and selective basic schools.

Not only is the goal of increasing access to education and reducing the dependence of educational outcomes on family background not endorsed by the public, but efforts in this direction are often not even tolerated as they are mistaken for the pursuit of equal results for all. There are misconceptions about inclusive education as it is often seen as filling classrooms with diverse students at all levels of ability while sticking to existing methods and resources. Moreover, inclusive education is often linked to the notorious ‘uniformity in schooling’. The growing availability of upper secondary and tertiary education is viewed negatively by a part of the population. The opponents of greater access to and inclusiveness of education fear a decline in the overall quality of education as they assume that this must necessarily mean reduced demands on all pupils, not introducing and supporting differentiation.

As a result of a situation where there are continuing differences between schools in terms of their social climate and their pupil outcomes, more educated parents feel a need to choose a school for their child other than the one in the relevant catchment area. This further widens differences. The public shares the view that streaming children into selective and non-selective branches is appropriate.

As regards equity in education, Roma children and their educational opportunities constitute a very specific challenge. However, research shows that Czech society is in favour of investment in expanding the range of these opportunities. There are various activities carried out in Roma localities that aim at increasing the rate of participation of Roma children in compulsory education and supporting their school success.

The Czech Republic must aim towards a system that will not stream pupils based on their cognitive abilities into schools with more and less demanding curricula. Instead it has to make it possible for all children to fully develop their potential in a system of inclusive, good quality public education. This may be seen as a medium-term objective for the implementation of which the relevant conditions have first to be established. Primarily it is

important to keep raising awareness of these issues among parents and society at large. The role of six- and eight-year general programmes in the system has to be rethought and it is necessary to unify the views of quality in the performance of pupils and students. Continuous assessment of learning outcomes has to be supported in a form that will not lead to early selection, and it is of major importance to create a system of specialised educational, social and psychological services that will assist teachers in work with pupils with special educational needs and gifted pupils.

Indicators

- **Gross Intake Rate (GIR) in primary education, by sex**
In 2005/06 the gross intake rate in Stage 1 of basic school was 99.5% for boys. The figure for girls was 100.5%. In 2011/12 the gross intake rate in stage 1 of basic education was 97.7% for boys and 97.9% for girls.
- **Net Intake Rate (NIR) in primary education, by sex (as at 31 December)**
The net intake rate in Stage 1 of basic education for boys was 99.4% in 2005/06, for girls it was 100.1%. In 2011/12 the net intake rate in primary education was 98.9% for boys and 98.7% for girls.
- **Gross Enrolment Ratio (GER) in primary education, by sex**
In 2005/06 the gross enrolment ration in primary education was 100.7% for boys and 99.7% for girls. In 2011/12 the figure was 98.7% for both sexes.
- **Net Enrolment Ratio (NER) in primary education, by sex**
This indicator is not monitored in the Czech Republic.
- **Adjusted Net Enrolment Ratio (ANER), by sex**
This indicator is not monitored in the Czech Republic.
- **Percentage of primary school repeaters, by grade and sex**
Year 2005/06
Grade 1 – boys: 1.2 %; girls: 1.0 %
Grade 2 – boys: 0.7 %; girls: 0.5 %
Grade 3 – boys: 0.6 %; girls: 0.4 %
Grade 4 – boys: 0.7 %; girls: 0.5 %
Grade 5 – boys: 0.8 %; girls: 0.4 %
Grade 6 – boys: 0.6 %; girls: 1.4 %
(Note: Grade 6 is only in schools with ten-year programmes and it is designed for pupils with special educational needs.)

Year 2011/12
Grade 1 – boys: 1.0 %; girls: 0.7 %

Grade 2 – boys: 0.5 %; girls: 0.4 %

Grade 3 – boys: 0.5 %; girls: 0.4 %

Grade 4 – boys: 0.5 %; girls: 0.3 %

Grade 5 – boys: 0.5 %; girls: 0.4 %

Grade 6 – boys: 3.5 %; girls: 4.9 %

(Note: Grade 6 is only in schools with ten-year programmes and it is designed for pupils with special educational needs.)

- Repetition Rate (RR) in primary school, by grade and sex
This indicator is not monitored in the Czech Republic

- Promotion Rate (PR) in primary school, by grade and sex
Year 2005/2006

Grade 1 – boys: 98.8 %; girls: 99.0 %

Grade 2 – boys: 99.3 %; girls: 99.5 %

Grade 3 – boys: 99.4 %; girls: 99.6 %

Grade 4 – boys: 99.3 %; girls: 99.5 %

Grade 5 – boys: 99.2 %; girls: 99.6 %

Grade 6 – boys: 96.4 %; girls: 98.6 %

(Note: Grade 6 is only in schools with ten-year programmes and it is designed for pupils with special educational needs.)

Year 2011/12

Grade 1 – boys: 99.0 %; girls: 99.3 %

Grade 2 – boys: 99.5 %; girls: 99.6 %

Grade 3 – boys: 99.5 %; girls: 99.6 %

Grade 4 – boys: 99.5 %; girls: 99.7 %

Grade 5 – boys: 99.5 %; girls: 99.6 %

Grade 6 – boys: 96.5 %; girls: 95.1 %

(Note: Grade 6 is only in schools with ten-year programmes and it is designed for pupils with special educational needs.)

- Dropout Rate (DR) in primary education, by grade and sex
This indicator is not monitored in the Czech Republic.
- Dropout Rate (DR) in primary education, (all grades) by sex
The rate of pupils (all grades) who dropped out of primary education in 2005/06 was 0.107% for boys and 0.101% for girls. In 2011/12 the rate was 0.001% for boys and 0.0004 % for girls.
- Survival Rate to Grade 5 in primary education, by sex
In 2005/06 the survival rate to Grade 5 was 99.893% for boys and 99.899% for girls.
In 2011/12 the rate was higher still – 99.999% for boys and 99.9996% for girls.

- Survival rate to last grade of primary education, by sex
As Grade 5 is the last grade of Stage 1 of basic school (primary), the figures are the same as for the previous indicator. This means that in 2005/06 the survival rate to the last grade of primary education was 99.893 % for boys and 99.899% for girls, while in 2011/12 it was 99.999% for boys and 99.9996% for girls.
- Primary Cohort Completion Rate
The Czech Republic does not monitor this indicator. Nevertheless, when we look at the values for the previous three indicators, we may state that the completion rate is around 99.99% for both boys and girls.
- Effective Transition Rate (ETR) from primary to general secondary education, by sex
This indicator is not monitored in the Czech Republic.
- Number and percentage of teachers in primary/basic education by level of academic qualification, and with required academic qualifications to teach at primary education level according to national standards, by sex
In 2005/06 a total of 82.5% of teaching (FTE) in primary education was covered by qualified teachers. In 2011/12 the figure was 85.8%. This indicator is not distinguished in terms of sex in the Czech Republic.
- Percentage of trained teachers in primary/basic education, by sex
This indicator is not monitored in the Czech Republic.
- Pupil/Teacher Ratio (PTR) in primary/basic education
In 2005/06 there were 17.2 pupils per one teacher (FTE) in primary education. In 2011/12 there figure was 16.9.
- Total public expenditure on education as a percentage of GNP/GDP
The total public expenditure on education in the Czech Republic in 2006 was 4.08% of GDP. In 2011 it was 4.51% of GDP.
- Total public expenditure on education as a percentage of total public expenditure
Total public expenditure on education accounted for 10.1% of total public expenditure in 2006. In 2011 it was 10.44%.
- Public current expenditure on primary/basic education as a percentage of GNP/GDP
This indicator is not monitored in the Czech Republic. Expenditure on ISCED 1 was 0.60% of GDP in 2006 and 0.73% of GDP in 2011.
- Public current expenditure on primary education per pupil as a percentage of GNP/GDP per capita
This indicator is not monitored in the Czech Republic.
- Percentage of primary/basic schools offering complete primary/basic education

In 2005/06 a total of 67.3% of basic schools offered complete basic education in the Czech Republic. In 2011/12 it was 66.9% of Czech basic schools.

- Percentage of primary schools offering instruction in local language(s)/mother tongue
In 2005/06 there were 0.1% of Czech basic schools offering instruction in local languages. In 2011/12 a total of 0.5% of basic schools offered instruction in local languages.
- Percentage distribution of primary school students by duration of travel between home and school
This indicator is not monitored in the Czech Republic.

In the upcoming years measures will be taken to achieve the following objectives:

- To create conditions for enlarging the capacity of basic schools in line with demographic trends;
- To take specific steps to improve the quality of education at Stage 2 of basic school as mainstream education;
- To eliminate postponements of compulsory school attendance – i.e. to allow these only in exceptional cases and arrange for a link with the system of preparatory classes;
- To carry out a comprehensive review of mechanisms supporting external differentiation of educational pathways at the point of entry to primary education and before entry to lower secondary education (these being primarily diagnostic tools and entry procedures for six- and eight-year *gymnázia*). The aim is to eliminate unsubstantiated streaming of children outside mainstream schooling;
- To introduce a system of diagnosing special educational needs for children and pupils from socially disadvantaged backgrounds so that it is possible to evaluate the success of measures to support their education;
- To ensure that the sample testing of basic school pupils organised by the state is carried out with the sole purpose of providing feedback (to pupils, their parents, teachers, schools and education policy-makers), and to make sure that the testing platform may also be used by schools, teachers and pupils on a voluntary basis;
- To promote compensatory action for all types of disabilities and the development of all types of talent through individualisation of support;
- To support out-of-school education and its links to formal education for children aged 6 to 15;
- To support effective and targeted primary prevention activities designed for pupils and teachers with a view to minimising or delaying occurrence of risky behaviour;
- To develop and incorporate into the educational process activities promoting a healthy lifestyle;
- To support interconnectedness of school and out-of-school education, to level out access to out-of-school educational opportunities, resources and services and, in this

effort, to target localities and groups at risk of social exclusion based on culture or language.

Goal 3: Ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life-skills programmes

National objectives for 2015

At the beginning of the millennium the Czech Republic committed itself to pursue the following objectives in order to contribute to enhancing the conditions for the education of young people and adults.

Upper secondary general and technical/vocational education

- To increase the proportion of the population completing upper secondary education with a school leaving examination (“maturita”) to 75% of the relevant age group. To increase the proportion of general educational programmes, including broadly-profiled technical programmes allowing for entry to tertiary education (e.g. “lyceum”), to 30%, and to support expansion of follow-up courses allowing those who complete vocational programmes to achieve ‘maturita’.
- To design and provide a legislative basis for a national programme of education and framework educational programmes that build on a broad range of knowledge and key competencies, and to implement these in school educational programmes.
- To increase the variety of educational programmes offered by upper secondary general schools (*gymnázia*) so that they have both an academic and a broad general education element and serve various educational needs.
- To promote the development of programmes structured as a series of stages and to gradually introduce a modular system of organising technical and vocational education so as to facilitate easier vertical as well as horizontal transfers between programmes and links to continuing education.
- To design a two-level common part of the “maturita” examination with room for pupil choice. A school-specific (profiled) part of “maturita” may include the writing and defence of a final essay.
- To support optimisation of the school network through the development of so-called multifunctional schools – i.e. schools offering both general and technical programmes at various levels.
- To introduce, in cooperation with social partners, support measures facilitating transition of school leavers to work:
 - To pass legislation providing for involvement of employers’ representatives in final vocational training examinations.

- To support and provide a legislative basis for supervised practical training in enterprises lasting at least several months for every pupil in technical and vocational education.
- To support the development of professional and career guidance and counselling.
- To support the development of an information system concerning links between education and work.
- To support the development of compensatory training programmes for young unemployed people.

Tertiary education

- Expansion of research and creative activities will become a characteristic feature of tertiary education. Studies should be combined with research or other creative activities whose nature and quantity will characterise various types of higher education programmes, tertiary professional programmes and the relevant institutions.
- The development of study programmes will be driven by the aim of having approximately half of tertiary students attain employment after completing a Bachelor's degree or a tertiary professional programme. To this end it is necessary to establish specific conditions for successful placements of these graduates and to increase their social recognition through general awareness-raising activities among the public.
- A modular system of studies allowing for transfers between programmes and modules will make it possible to continue studying either immediately upon completion of one programme or later on, in the home institution or another institution. The requirements of the subsequent programme (module) have to be observed based on mutual agreement between the relevant educational institutions.
- In this system applicants will have an opportunity to choose their own educational pathway corresponding to their interests and capabilities, to change it if necessary and to continue learning throughout their lives.
- The Czech Republic will support the building of an open European education area by means of pursuing international cooperation and implementing international agreements and declarations (Lisbon Agreement, Sorbonne and Bologna Declarations), while preserving the specific features of Czech cultural and educational tradition.
- Within the system of external evaluation account will be taken of the diverse goals and tasks of various educational institutions in the tertiary sector. The outcomes of quality evaluation will not be used to compare institutions. Evaluation will be concerned with the degree to which the institution's objectives have been met. Internal evaluation activities will be coordinated with external evaluation so as to achieve the maximum effectiveness of the work done. The results of evaluation will not be directly linked to allocation of

financial resources. Adequate time will always be provided to redress the shortcomings identified.

- Students will be guided towards a high degree of professional flexibility, creative skills, cultural and communication skills and moral values. Systematic education for democratic citizenship, multiculturalism, tolerance and moral values is also a must in the tertiary sector.

Adult education/continuing education

- To create a legal framework for the development of adult education.
 - To define the powers and responsibilities of the major actors in the development of adult education (the state, employers, trade unions, municipalities and regions, professional bodies).
 - To set out rules for financing the main parts of adult education.
- To develop and implement a system of financial and non-financial incentives.
 - For employers to increase their expenditure on employee training and make it more effective.
 - For employees to encourage them to undergo training and retraining programmes.
 - For education providers to expand their provision and facilitate access to it for various target groups.
 - For individuals to increase their interest in education and training.
- To establish mechanisms for a systemic development of adult education, focusing primarily on
 - Quality assurance, accreditation and certification
 - Information system and support systems
 - Research into adult education
 - Expanding the base for the initial and continuing education of experts in adult education coupled with methodological and guidance services.

Progress towards implementation of the goal

Upper secondary general and technical/vocational education

The principal goal in the area of upper secondary education was to implement a modular system of technical/vocational educational programmes linked to general mainstream

education, to facilitate both vertical and horizontal transferability between programmes and to ensure links to continuing education. The subsequently approved long-term plans aimed primarily at integrating work placements into technical/vocational education by setting out the requirement for practical experience gained in the workplace to be part of such education. Moreover, the long-term plan for 2011-2015 contains the objective of developing, by 2014, a strategy for optimising the network of upper secondary schools and educational programmes, particularly with a view to the employment prospects of school leavers.

As part of school reform the objectives of reducing the degree of differentiation of secondary education and increasing the transferability between programmes have only partially been met. As a result of implementation of framework educational programmes the number of fields of study has decreased. However, there are still several hundred of them. New challenges for upper secondary education result from the changes in its position within the education system that have taken place in recent years. Unlike the beginning of the millennium, nowadays a large portion of the relevant age group continues studying for tertiary qualifications. This significantly changes the requirements for upper secondary education, whose current structure corresponds to a situation where the great majority of school leavers went directly onto the labour market.

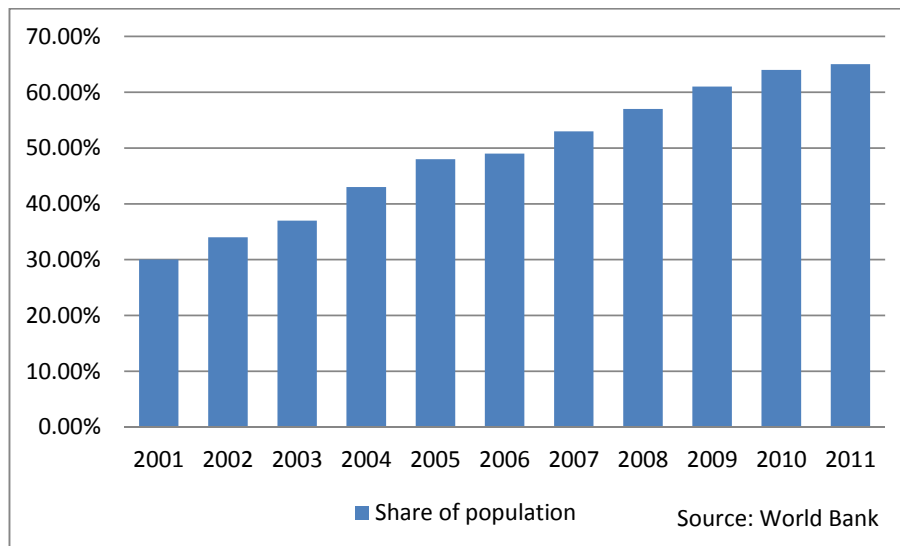
Most challenges relate to secondary vocational education without “maturita”. Those who leave school with a vocational certificate show the highest rate of both long-term and short-term unemployment and general dissatisfaction with their qualification. Employers prove this to be true and so do the conclusions of international surveys where pupils in secondary vocational programmes without “maturita” score very low in tests as compared to the national average (particularly in reading literacy). Surveys also show that targeted training for narrow specialisations often falls short of expectations as the majority of such individuals work in a field other than that of their training within 5 years of its completion. A large proportion of people with these qualifications opt for follow-up courses leading to “maturita”. However, the system for this type of training is inefficient (low rate of completion, high rate of unemployment among graduates). It is therefore primarily vocational education that requires a systemic change so as to increase its relevance and benefits, not only in order to meet current labour market demands, but also to provide young people with appropriate knowledge and skills for the 21st century. It is necessary, above all, to enhance the level of young people’s basic literacy skills and key competencies as they are of paramount importance for their lives – be it in terms of their position in the labour market, their involvement in further education or the capacity to resolve the challenges of day-to-day life. This is also important in terms of the effectiveness of the system: it is necessary to avoid wasting resources on premature vocational specialisation of pupils at the expense of the development of their key competencies.

Tertiary education

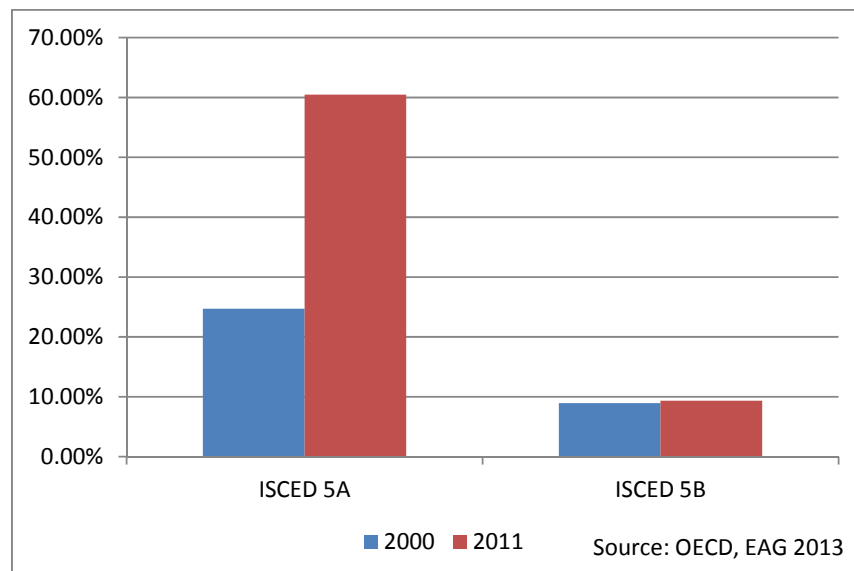
Education in the Czech Republic has recently undergone major changes that have affected, above all, higher education institutions. However, these developments have their repercussions throughout the education system and have significantly altered the essence and

purpose of education at some other levels (particularly secondary and tertiary professional). Thanks to unrelenting efforts to enlarge the capacity of higher education institutions, coupled with an unprecedented increase in the number of HE students and demographic changes, overall access to tertiary education has been considerably improved, particularly for young people (see Graph 2 and 3). In spite of this, barriers to access to tertiary education still exist for some disadvantaged groups. The decisive factor continues to be the socio-economic background and, most importantly, the educational attainment of parents.

Graph 2: Net enrolment ratio in higher education



Graph 3: Rate of enrolment in tertiary education (ISCED 5A, ISCED 5B)



Quantitative expansion in terms of the number of students was accompanied by efforts to increase the diversity of tertiary programmes on offer so that they better met the different aptitudes, aspirations and goals of the heterogeneous group of applicants. The previous period saw completion of an overhaul of study programmes consisting in dividing the original “long” Master’s programmes into Bachelor’s programmes and follow-up Master studies. However, the goal of approximately half of graduates of Bachelor studies entering the labour market upon graduation has not been achieved.

Other challenges are related to tertiary professional studies that became part of the Czech education system in the 1990s with a view to providing students with advanced knowledge, skills and competencies applicable directly in employment. These expectations have been met and the rate of unemployment of those with tertiary professional qualifications is still relatively low (similar to that of Bachelor degree holders). However, the demand for tertiary professional courses has been stagnant over the long term and some one third of graduates are keen to continue studying at higher education institutions.

The growing qualification requirements for a number of professions, better employment prospects of tertiary professional and higher education graduates as well as various evidence-based non-economic benefits of tertiary education clearly show that it is necessary to keep open access to tertiary education in years to come. After the decade of extremely fast quantitative expansion the sector is in need of stabilisation. Moreover, conditions will have to be established for a gradual implementation of mechanisms for further improving its quality, equity and effectiveness.

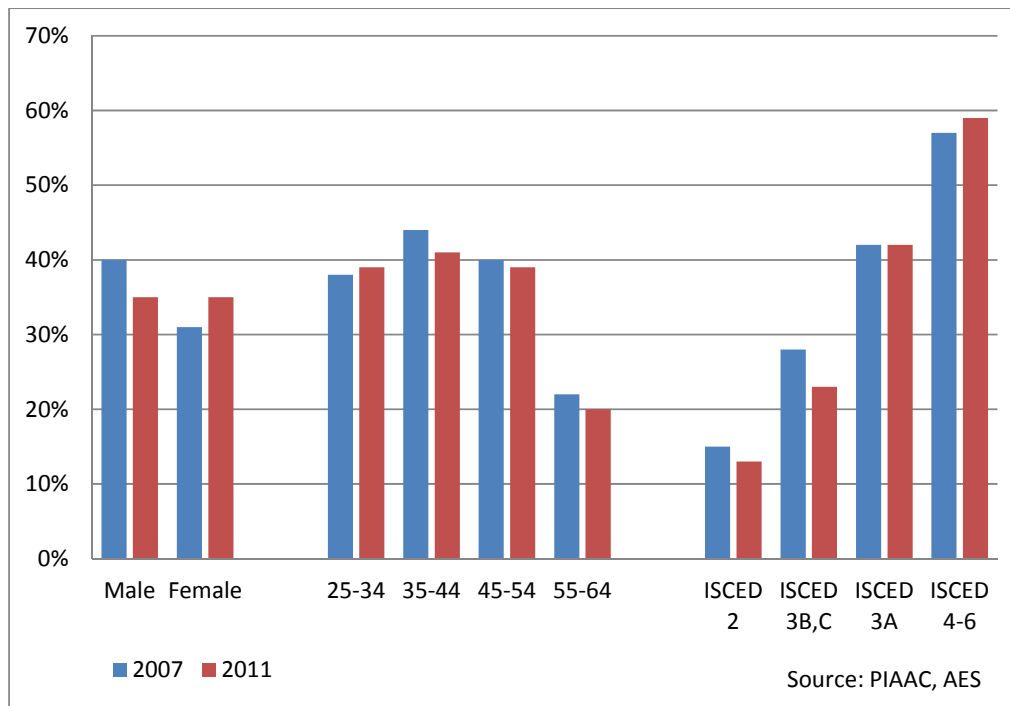
Adult education/Continuing education

Continuing education is the least developed part of the lifelong learning system. Adult education provided by schools and aimed at acquiring a formal qualification is mostly seen as a continuation of initial education. Although this type of adult education has a long tradition, it is not sufficiently used by adults throughout their lives.

There are various forms of education for adults. They opt for that which meets their needs and schedules and which is affordable. The variety and quality of courses is important. The programmes on offer range from formal education at schools, non-formal education provided by various educational institutions or enterprises to informal learning taking the form of self-education.

In previous years several steps were taken that in effect supported the development of continuing education (see Graph 4). These included, above all, the passing of Act No. 179/2006 Coll. on verification and recognition of further education results. Following from the act a system for recognition of prior learning outcomes based on the National Qualifications System was built up. Moreover, some schools launched their transformation into lifelong learning centres and, in addition to initial education, began to focus more on the provision of continuing education.

Graph 4: Participation in non-formal education



Overall, people in the CR do not use continuing education sufficiently as a way of overcoming difficulties in finding employment and boosting their professional career. In the upcoming period emphasis will be primarily placed on promoting the quality of continuing education on offer, on stimulating demand for this education hand in hand with raising the level of awareness of its opportunities and benefits, and on developing lifelong career guidance and counseling.

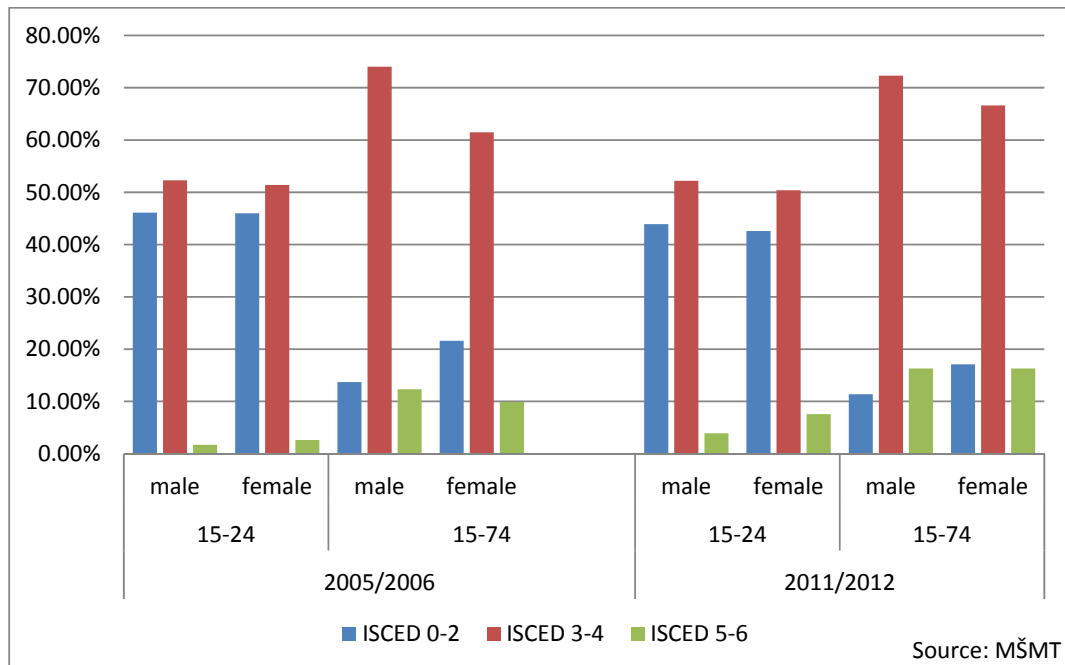
Indicators

- Youth (15-24) literacy rates, by sex
This indicator is not monitored in the Czech Republic. Nevertheless, we estimate that there are at least 97% of literate young people and adults.
- Number and percentage distribution of youth (15-24) and adults (15+) by educational attainment (highest level of education completed or attained – e.g. primary, lower secondary, upper secondary, tertiary) and by sex (Graph 5)
Year 2005/06
15–24 males
ISCED 0–2: 317,700; 46.1 %
ISCED 3–4: 360,400; 52.3 %
ISCED 5–6: 11,400; 1.7 %
15–24 females
ISCED 0–2: 302,300; 46.0 %
ISCED 3–4: 338,000; 51.4 %

ISCED 5–6: 17,300; 2.6 %
 15–74 males
 ISCED 0–2: 551,700; 13.7 %
 ISCED 3–4: 2,979,000; 74.0 %
 ISCED 5–6: 495,500; 12.3 %
 15–74 females
 ISCED 0–2: 890,800; 21.6 %
 ISCED 3–4: 2 821,800; 61.5 %
 ISCED 5–6: 408,700; 9.9 %

Year 2011/12
 15–24 males
 ISCED 0–2: 267,900; 43.9 %
 ISCED 3–4: 319,000; 52.2 %
 ISCED 5–6: 23,800; 3.9 %
 15–24 females
 ISCED 0–2: 248,300; 42.6 %
 ISCED 3–4: 293,900; 50.4 %
 ISCED 5–6: 40,600; 7.6 %
 15–74 males
 ISCED 0–2: 466,400; 11.4 %
 ISCED 3–4: 2,973,100; 72.3 %
 ISCED 5–6: 670,500; 16.3 %
 15–74 females
 ISCED 0–2: 709,000; 17.1 %
 ISCED 3–4: 2,770,600; 66.6 %
 ISCED 5–6: 678,100; 16.3 %

Graph 5: Number and percentage distribution of youth (15-24) and adults (15+) by educational attainment



- Gross Enrolment Ratio (GER) in secondary education by type of programme (general, technical and vocational education and training, non-formal education and skills training) and by sex

Year 2005/06

ISCED 3 general (*gymnázia* and lyceums)

Boys: 14.8 %

Girls: 24.3 %

ISCED – 3 vocational

Boys: 77.1 %

Girls: 71.8 %

ISCED 4 - Follow-up and shortened studies, retraining

Boys: 29,2 %

Girls: 30,6 %

Year 2011/12

ISCED 3 general (*gymnázia* and lyceums)

Boys: 21.5 %

Girls: 34.0 %

ISCED – 3 vocational

Boys: 78.6 %

Girls: 68.4 %

ISCED 4 - Follow-up and shortened studies, retraining

Boys: 29.9 %

Girls: 42.5 %

- Adjusted Net Enrolment Ratio (ANER) by type of programme (general, technical and vocational education and training, non-formal education and skills training) and by sex

This indicator is not monitored in the Czech Republic.

- Number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type (formal and/or non-formal)

- This indicator is not monitored in the Czech Republic.

- Number and percentage distribution of young people and adults enrolled in different types of technical/vocational and skills training (TVET) centres and/or programmes, by sex

Year 2005/06

Upper secondary programmes

ISCED 3 general – boys: 16.2 %, girls: 25.3 %

ISCED 3 vocational – boys: 83.8 %, girls: 74.7 %

Post-secondary, non-tertiary programmes

ISCED 4 general – boys: 27.6 %, girls: 41.8 %

ISCED 4 vocational – boys: 72.4 %, girls: 58.2 %

Year 2011/12

Upper secondary programmes

ISCED 3 general – boys: 21.3 %, girls: 34.0 %

ISCED 3 vocational – boys: 78.7 %, girls: 66.0 %

Post-secondary, non-tertiary programmes
 ISCED 4 general – boys: 42.0 %, girls: 67.3 %
 ISCED 4 vocational – boys: 58.0 %, girls: 32.7 %

- Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes, by sex

Year 2005/06 (Graph 6)

Upper secondary programmes

ISCED 3 general – boys: 15.5 %, girls: 25.4 %

ISCED 3 vocational – boys: 84.5 %, girls: 74.6 %

Post-secondary, non-tertiary programmes

ISCED 4 general – boys: 27.5 %, girls: 34.3 %

ISCED 4 vocational – boys: 72.5 %, girls: 65.7 %

Year 2011/12

Upper secondary programmes

ISCED 3 general – boys: 22.3 %, girls: 36.7 %

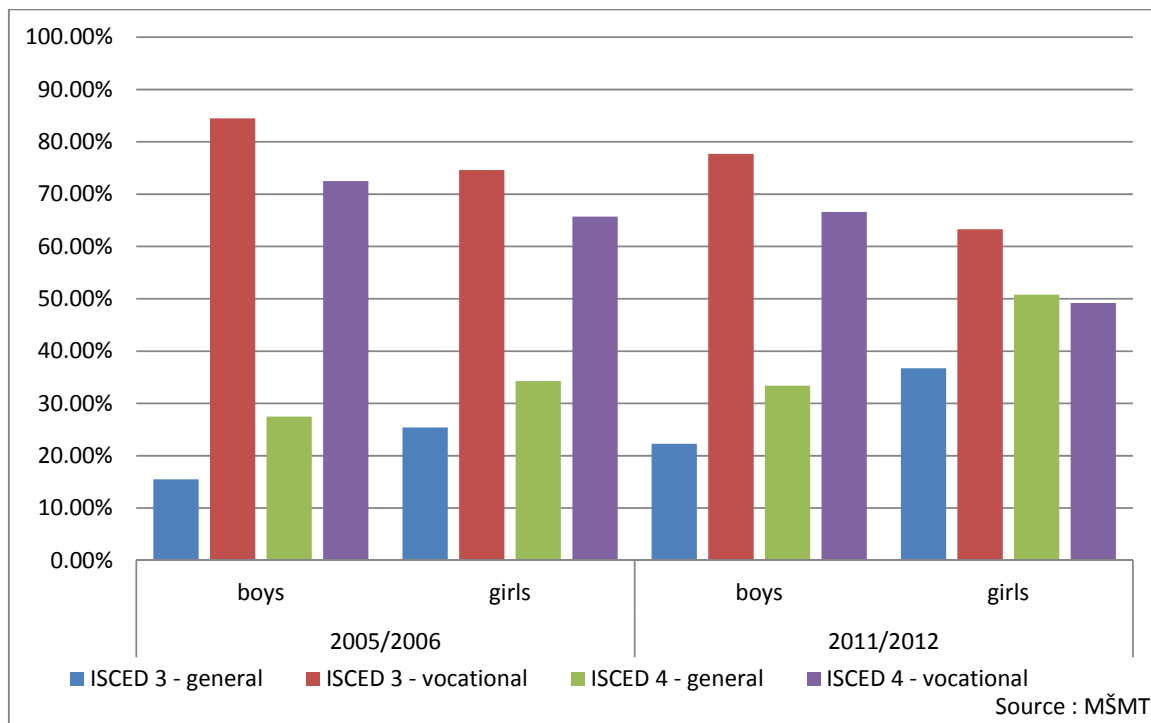
ISCED 3 vocational – boys: 77.7 %, girls: 63.3 %

Post-secondary, non-tertiary programmes

ISCED 4 general – boys: 33.4 %, girls: 50.8 %

ISCED 4 vocational – boys: 66.6 %, girls: 49.2 %

Graph 6: Number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes, by sex



- Number and percentage distribution of TVET teachers/facilitators by type of TVET centre and/or programme and by sex
This indicator is not monitored in the Czech Republic.
- Effective Transition Rate (ETR) from lower to upper secondary education (at least for general programmes) by sex
This indicator is not monitored in the Czech Republic.
- Any education finance indicators for this goal, at least for secondary education (by level)
The Czech Republic does not monitor the level of expenditure for ISCED 3-4 separately. What is monitored is the level of expenditure on ISCED 2-4 as a percentage of GDP. In 2006 public expenditure on ISCED 2-4 levels of education amounted to 2.13% of GDP, in 2012 the figure was 1.96% of GDP.

In the upcoming years measures will be taken to achieve the following objectives:

Upper secondary technical/vocational and general education

- To strengthen the common base in upper secondary programmes of all types with a view to supporting the development of basic knowledge, skills and attitudes that facilitate long-term employment opportunities and success in both further studies and personal lives of individuals;
- To avoid increasing the number of fields of study in upper secondary education and to adjust their structure so that it better meets labour market demands;
- To modify the existing model of the “maturita” examination so that it better captures the specific features of various types of educational programmes, and to begin transition to an electronic administration of the common part of the examination;
- To include mathematics as an obligatory subject in the common part of “maturita” from 2020 at the earliest. This should follow upon systemic changes in mathematics teaching at basic and secondary level;
- To carry out a comprehensive reform of studies following upon secondary education without “maturita” in order to increase their quality and effectiveness;
- To support further professional development of graduates of upper secondary programmes without “maturita” by means of introducing a master craftsman’s examination allowing for entry to tertiary education.

Tertiary education

- To maintain open access to tertiary education so as to ensure that the proportion of new entrants to all tertiary programmes as a percentage of the respective age cohort remains at two thirds of the age group. Bachelor programmes, in particular, must be widely accessible as the basic level of higher education, and the same holds true for

- tertiary professional programmes. On the other hand,, access to Master degree programmes (both „long“ and follow-up ones) should be more selective;
- To increase the use of the capacity of higher education institutions for the education of people who, during the period of elite tertiary education in the past, did not enter or complete studies,;
 - To establish formal conditions, by means of introducing the master craftsman’s examination, for ensuring access to tertiary education (particularly professional) for graduates of vocational programmes without “maturita”;
 - To make it easier for physically and socially disadvantaged applicants to move from secondary to tertiary education;
 - To establish conditions for further diversification of study programmes at higher education institutions in terms of content and modes of teaching;
 - To review the existing higher education policy instruments that currently weaken diversity of higher education at programme level (typically, the existing model of higher education funding and the system of programme accreditation);
 - To support higher education institutions to take measures to reduce the drop-out rate (while preserving the quality of education and high demands for graduates).

Adult education/continuing education

- To establish conditions for increasing the diversity of continuing education on offer;
- To create an environment stimulating demand for continuing education, particularly with regard to low-skilled and socially disadvantaged individuals;
- To promote the development of schools and school facilities as lifelong learning centres that provide not only initial education for pupils and students, but also continuing education courses for the adult population (including the elderly), and that facilitate recognition of the learning outcomes of various groups of adults based on the National Qualifications System;
- To regulate, through the National Qualifications System, the development of continuing education provision so that it is closely linked to labour market needs and interconnected with active labour market policies (e.g. retraining).

Goal 4: Improving adult literacy level

The Czech Republic ranks among the countries with the lowest rate of population without basic education over the long term. Adult literacy is nearly 100% (according to 2011 census there are some 47,000 illiterate people in the CR) with the exception of some members of the Roma community and some groups of immigrants. Those without completed basic education can take a course to acquire this level of education. The Czech Republic therefore focuses more on increasing so-called functional literacy.

Indicators

- Adult (15 years old and over) literacy rates, by sex
This indicator is not monitored in the Czech Republic. Nevertheless, our estimate is that at least 97% of the adult population are literate.
- Proportion of adults (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary and tertiary) and by sex
Year 2005/06
15–74 males
ISCED 0–2: 551,700; 13.7 %
ISCED 3–4: 2,979,000; 74.0 %
ISCED 5–6: 495,500; 12.3 %
15–74 females
ISCED 0–2: 890,800; 21.6 %
ISCED 3–4: 2,821,800; 61.5 %
ISCED 5–6: 408,700; 9.9 %

Year 2011/12
15–74 males
ISCED 0–2: 466,400; 11.4 %
ISCED 3–4: 2,973,100; 72.3 %
ISCED 5–6: 670,500; 16.3 %
15–74 females
ISCED 0–2: 709,000; 17.1 %
ISCED 3–4: 2,770,600; 66.6 %
ISCED 5–6: 678,100; 16.3 %
- Number and percentage distribution of adult literacy and continuing basic education programmes by type of programme
This indicator is not monitored in the Czech Republic.
- Number and percentage distribution of adult continuing basic education programmes by type of programme
This indicator is not monitored in the Czech Republic.
- Number and percentage distribution of learners participating in adult literacy and continuing basic education programmes by type of programme and by sex

This indicator is not monitored in the Czech Republic.

- Number and percentage distribution of learners participating in adult continuing basic education by type of programme and by sex
This indicator is not monitored in the Czech Republic.
- Completion rate in adult literacy and/or basic continuing education programmes by type of programme and by sex
This indicator is not monitored in the Czech Republic.
- Number and percentage distribution of facilitators of adult literacy and continuing basic education programmes by type of programme and by sex
This indicator is not monitored in the Czech Republic.
- Public expenditure on adult literacy and continuing basic education as a percentage of total public expenditure on education
This indicator is not monitored in the Czech Republic.

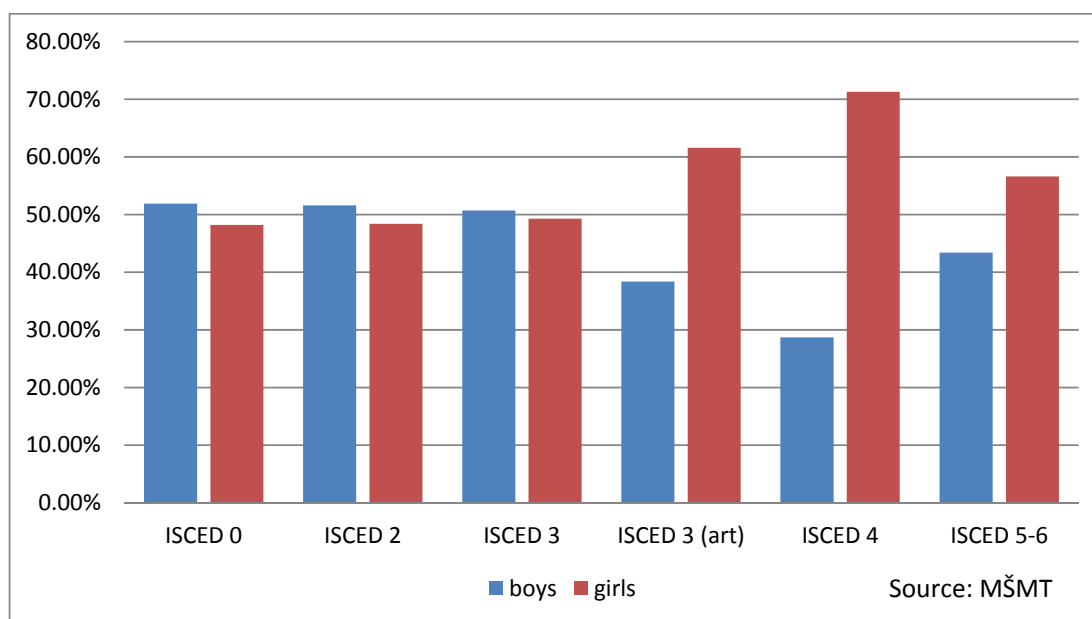
Goal 5: Gender parity and equality in education

Progress towards implementation of the goal

Since 1998 gender equality has been addressed by means of specific measures adopted by various ministries, including the Ministry of Education, Youth and Sports. Following on from the relevant government document the MoEYS annually develops *Priorities and Procedures in the Advocacy of Equal Opportunities for Women and Men* where it sets out the direction and tasks in this area that fall within its remit. This action plan's scope is defined by the legal regulations that concern issues of gender equality (particularly the Education Act and the relevant MoEYS methodological instruction).

In formal terms, the Czech education system offers equal access to education for girls and boys, as no gender criterion is applied in admission procedures at any level or in any field of education. In spite of this, there are a number of differences in the proportions of girls and boys in terms of both level and field of education. These differences result from a combination of gender-specific choice on the part of the students and their parents and non-formal requirements that schools (teachers) influenced by gender stereotypes present when promoting their programmes and in entrance procedures. As Graph 7 below illustrates, the proportions of boys and girls are relatively balanced up to upper secondary education. More attention should be paid to tertiary education that shows larger differences (over 10 percentage points).

Graph 7: Proportions of boys and girls in educational institutions



On the whole, there are certain differences in the proportions of girls and boys that are worth a more detailed analysis even at lower levels of education. Gender differences occur from as early as entry to compulsory education. Statistics show that there is a significantly higher number of girls beginning primary education at the age of 6. On the other hand, the proportion

of boys entering Grade 1 at the age of 7 and older is higher than that of girls. The relatively high rate of compulsory attendance postponements and the uneven distribution of boys and girls deserve more detailed analyses considering explanations other than the typical reference to a slower development of boys (e.g. differences in gender socialisation in the family and in preschool facilities, neutrality of diagnostic tools and procedures, etc.).

The education system is still tackling a relatively strong gender bias. This exists, to a lesser degree, as early as compulsory education and is demonstrated in the form of a slightly different proportion of girls as opposed to boys at schools with extended teaching of certain subjects. There are traditionally more boys at schools focusing on sports, mathematics and sciences, while girls predominate at schools aimed at the teaching of foreign languages, music and arts. A more robust divergence of paths based on gender stereotypes occurs in upper secondary and tertiary education where there is a stronger link to the labour market with obvious categories of typically female and male occupations.

At basic school level it is necessary to consider the combination of various features, particularly gender and ethnicity, which reinforce one another in their negative impact. It is important to note that international institutions such as UNICEF, prestigious foreign universities and other expert organisations emphasise the interconnectedness of gender and other factors. Gender equality therefore has to be addressed in the context of social and ethnic equality.

In recent years the notion has developed that discrimination is of more concern to boys, as their number in vocational programmes without “maturita” is higher than that of girls (and their school performance is lower on average). However, gender analysis shows that the disadvantage of men occurs in combination with their social origin, which has a stronger impact on boys compared to girls. Education works as a mechanism that holds men from elite social groups at top levels of the social ladder, while men from disadvantaged social groups are kept at the bottom (so-called bimodal status of education in boys). In the latter case we may speak of the education system placing men, or a certain group of men, at a disadvantage. However, this does not mean that the education system favours all women across the board. Women have certainly been achieving more advanced levels of education in recent decades, but this has not changed their unequal position in all segments of the education system (particularly at higher levels – e.g. in doctoral studies) and beyond it. Moreover, the financial return on education is more favourable for boys than for girls. Statistical data show that more advanced education renders a statistically higher chance of better earnings for individuals. However, gender does play a role in this. Women with higher educational attainment earn more in the Czech Republic than women with lower educational levels, but in most cases they earn less than men with higher educational achievement. Women earn less than men in each educational category.

Both Czech and international data reveal that boys predominate in the group of pupils who underperform in school over the long term, repeat grades and leave the education system prematurely.

At Czech primary and secondary schools boys account for 60% of pupils who repeat a grade. However, the proportion of boys among pupils who drop out of the education system is comparable to that of girls – 5.4% and 5.7% respectively. The specific feature of Czech situation is the higher share of boys among children who enter primary education one year later. According to the former Institute for Information on Education (2012) boys account for up to 66% of these children and this figure has hardly changed over the long term.

All three types of data (drop-out, repetition and postponement rates) either suggest that there is a considerable difference in the capabilities and motivation to meet school requirements between boys and girls, or that there are different criteria for assessing the sexes. Czech research studies have repeatedly pointed to the different notions teachers have about male and female pupils.

Indicators

- Females enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower and upper secondary education)

2005/06: proportion of girls in education

ISCED 0 – 47.7 %

ISCED 1 – 48.4 %

ISCED 2 – 48.7 %

ISCED 3 – 50.0 %

ISCED 4 – 50.0 %

2011/12: proportion of girls in education

ISCED 0 – 47.9 %

ISCED 1 – 48.6 %

ISCED 2 – 48.6 %

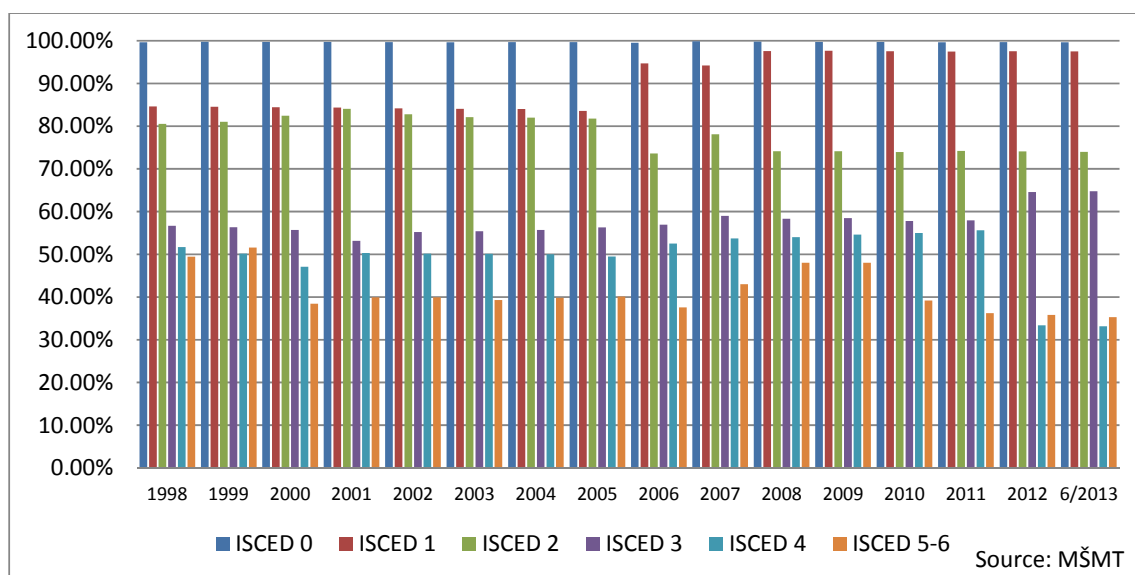
ISCED 3 – 49.3 %

ISCED 4 – 57.5 %

- Female teachers as percentage of total number of teachers in primary and lower and upper secondary

In 2005/06 women accounted for 99.9% of teachers (FTE) in kindergartens, 94.9% at Stage 1 of basic education, 74.6% at Stage 2 of basic schools and 57.9% in upper secondary education. In 2011/12 the figures were as follows: 99.7% for kindergartens, 94.6% for Stage 1 of basic school, 74.5% for Stage 2 and 59.1% at upper secondary level.

Graph 8: Female teachers as percentage of total number of teachers



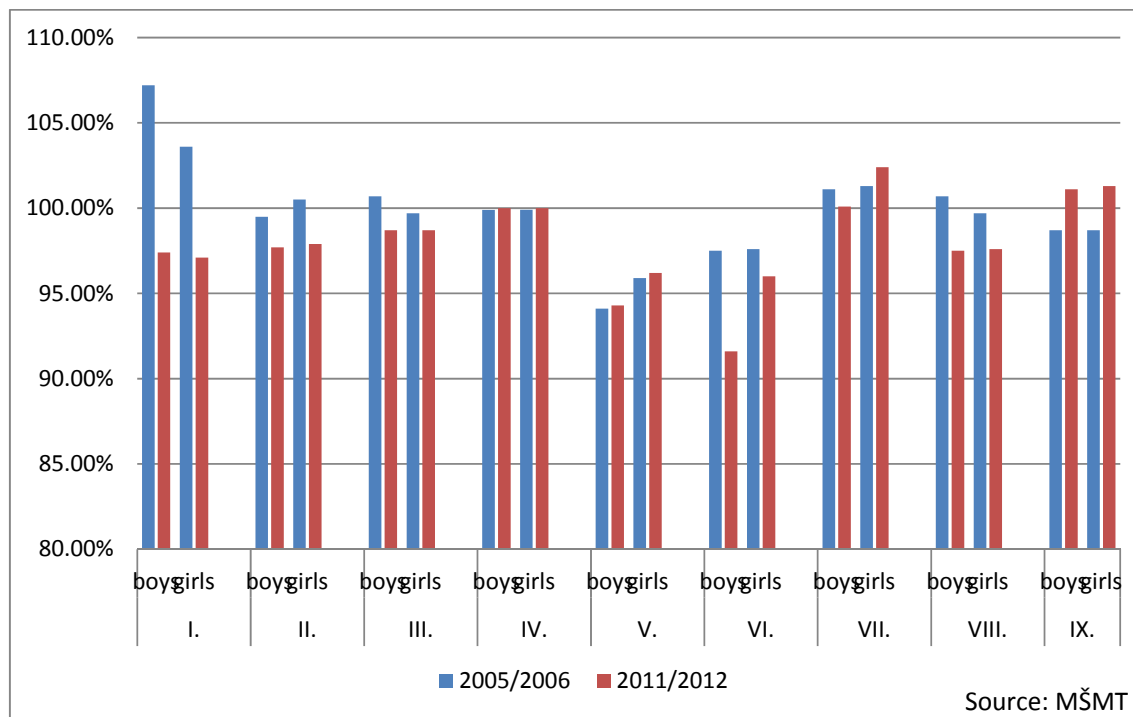
- Percentage of female school headmasters/principals/managers by level of education (pre-primary, primary, lower and upper secondary)
This indicator is not monitored in the Czech Republic.
- Percentage of female chief education officers at central, provincial, district and local government education offices
This indicator is not monitored in the Czech Republic.
- Gender Parity Index (see Graph 9):
 - Youth and adult literacy rates
The Czech Republic does not monitor this indicator. According to estimates at least 97% of adults and young people are literate.
 - GER in ECCE
In 2005/06 GER in ECCE was 107.2% for boys and 103.6% for girls. In 2011/12 the figures were 97.4% for boys and 97.1% for girls. (I. in Graph 9)
 - GIR in primary education
In 2005/06 GIR in primary education was 99.5% for boys and 100.5% for girls. In 2011/12 the figures were 97.7% for boys and 97.9% for girls. (II. in Graph 9)
 - NIR in primary education
This indicator is not monitored in the Czech Republic.
 - GER in primary education
In 2005/06 GER in primary education was 100.7% for boys and 99.7% for girls. In 2011/12 the figure was the same for both boys and girls - 98.7%. (III. in Graph 9)
 - NER in primary education
This indicator is not monitored in the Czech Republic.
 - ANER in primary education
This indicator is not monitored in the Czech Republic.
 - Survival rate to Grade 5
In 2005/06 the survival rate to Grade 5 was 99.893% for boys and 99.899% for girls. In 2011/12 it was 99.997% for boys and 99.995% for girls. (IV. in Graph 9)
 - Survival rate to last grade

In 2005/06 the survival rate to last grade was 94.1% for boys and 95.9% for girls.
In 2011/12 the figures were 94.3% for boys and 96.2% for girls. (V. in Graph 9)

- Primary cohort completion rate
This indicator is not monitored in the Czech Republic.
- Effective Transition Rate from primary to secondary (general) education
This indicator is not monitored in the Czech Republic.
- GER in secondary education, and by level (lower and upper)
Year 2005/06
Lower secondary (ISCED 2)
Boys: 97.5 %
Girls: 97.6 %
Upper secondary (ISCED 3)
Boys: 91.6 %
Girls: 96.0 %

Year 2011/12
Lower secondary (ISCED 2)
Boys: 101.1.%
Girls: 101.3 %
Upper secondary (ISCED 3)
Boys: 100.1 %
Girls: 102.4 %
(ISCED 2 is under VI. in Graph 9., ISCED 3 is under VII. in Graph 9)
- GER in basic education (primary and lower secondary education)
Year 2005/06
Stage 1 (ISCED 1)
Boys: 100.7%
Girls: 99.7%
Stage 2 + six- and eight-year *gymnázia* and conservatoires (ISCED 2)
Boys: 97.5%
Girls: 97.6%

Year 2011/12
Stage 1 (ISCED 1)
Boys: 98.7%
Girls: 98.7%
Stage 2 + six- and eight-year *gymnázia* and conservatoires (ISCED 2)
Boys: 101.1%
Girls: 101.3%
(ISCED 1 is under VIII. and ISCED 2 under IX. in Graph 9)
- ANER in secondary education
This indicator is not monitored in the Czech Republic.
- NER in secondary education
This indicator is not monitored in the Czech Republic.
- Percentage of teachers with pre-service teacher training by level of education
This indicator is not monitored in the Czech Republic.
- Percentage of teachers with in-service teacher training by level of education
This indicator is not monitored in the Czech Republic.



In the upcoming years measures will be taken to achieve the following objectives:

- To increase gender equality in the traditionally male and female educational trajectories;
 - providing methodological support for and systematic education of teachers of the relevant subjects and educational counsellors so that they encourage pupils out of the gender-stereotyped occupational paths
- To level out the gender difference in school performance;
 - long-term monitoring and assessment of the development of school performance in girls and boys while taking account of socio-cultural background and age
 - providing information, on a continuous basis, to teachers about gender differences in school performance and about ways in which these may be alleviated
 - incorporating the topic of gender differences in school performance between girls and boys into the pre-service and in-service training of teachers so that they can understand these differences and learn how to eliminate them
- To support a gender perspective in the curriculum;
 - carrying out a didactic analysis of framework educational programmes with a view to including gender issues in them

- including gender issues (using the appropriate terminology) in framework educational programmes for pre-primary, basic, secondary general and vocational education based on the results of an analysis of the curricular documents
- taking account of gender issues in the curriculum and pursuit of gender equality in the criteria for accreditation of teacher training programmes at higher education level
- taking account of gender issues in the curriculum and pursuit of gender equality in lifelong learning programmes for teachers
- To ensure changes in the proportions of males and females in the teaching profession;
 - carrying out an information campaign targeted at the public and concerned with promoting the teaching profession as being suitable for both men and women. This should be focused not only on picturing men as teachers, but also on changing the views of the teaching profession as a highly skilled one that is attractive because it is interesting and beneficial for society
 - continuous research into and assessment of data on representation of women and men in teaching, their career progress and financial remuneration
 - implementing a career system taking account of the risks of gender stereotypes.

Goal 6: Quality of education

National objectives for 2015

At the beginning of the millennium the Czech Republic committed itself to the following objectives in order to increase the quality of education.

- To finalise the system for evaluation and monitoring.
 - To complete an integrated system for evaluation and monitoring that will include school, region and system levels and will make it possible to evaluate various types of school at various levels.
 - To provide for links between the national system and international surveys and studies for the purpose of comparing educational outcomes, and to ensure the Czech Republic's involvement in these.
 - To finalise a system providing necessary information for decision-making on the part of all actors in education (pupils and parents, employers, schools and state administration).
 - To develop a system of standards, criteria and indicators. To implement both internal and external evaluation, to expand the use of existing external evaluation tools and to develop additional tools for both types of evaluation.
 - To interconnect internal evaluation of schools (implemented with the involvement of users and partners) with the development of annual school reports and long-term school development plans and to use these as references for evaluation by the Czech School Inspectorate (CSI).
 - To set up a special research and development organisation – a centre for evaluation and monitoring of educational outcomes.
- To develop a system for final evaluation of pupils and to design a new system for guidance and counselling services.
 - To build an integrated system for pupil assessment at the end of each level of education based on identification of aptitudes and outcomes achieved, to enhance the diagnostic competencies of all teachers.
 - To introduce gradually the position of school psychologist and special education teacher into schools.
 - To expand the existing system of educational-psychological guidance and to coordinate it with guidance provided by schools and other institutions.
 - To increase the number of study places at higher education institutions in programmes focused on psychology, special education and social work.

- To implement an integrated system for the professional growth of guidance practitioners including a system for their continuing education and methodological support (supervision).

Progress towards implementation of the goal

The importance of this goal was endorsed by Act No. 561/2004 Coll. (the Education Act) that has provided a legislative framework for establishing the Centre for the Evaluation of Educational Achievement as a state body. The Centre is primarily concerned with developing standards for evaluating educational achievement based on curricular documents. Moreover, it designs tools for objective evaluation of learning outcomes and procedures (methodologies) for their use. The Centre also analyses and interprets information and data, implements and disseminates the relevant outputs to various target groups (MoEYS, regions, schools and groups of schools, pupils and groups of pupils, social partners, the public), provides guidance in the areas within its remit, carries out awareness-raising and promotional activities, etc. There are provisions for cooperation between the Centre and other bodies and institutions involved in evaluation and other related areas.

At the end of 2003 the Framework Project of Monitoring and Evaluation of Education was drafted and it was approved in February 2004 by the minister of education, youth and sports. It stresses the need for a comprehensive system of evaluation in education and delineates its three main components:

- Pupil assessment (evaluation at the key points of the pupil's educational pathway, completion of upper secondary studies, employment opportunities for school leavers, etc.),
- School evaluation (external evaluation by the CSI a range of objective tools, school self-evaluation and close links to external evaluation by CSI, evaluation by other bodies, etc.),
- Evaluation of the education system and its components (involvement of the Czech Republic in international comparative studies which may be extended to carry out evaluation and monitoring for national purposes, evaluation of regional systems, various sectors, types of school etc.).

The individual steps in designing the evaluation system are closely interconnected and must be implemented together. They follow from various ongoing activities and initiatives which interlink them and place them within a common framework. The system for evaluation of education must correspond to the overall nature of our decentralised education system and to the development of its components. There are links primarily to:

- Curricular reform implementation (framework educational programmes),

- Progression of pupils on their different educational paths and the development of their potential,
- Procedures for enhancing the work and further development of each school,
- Design and workings of support systems.

For many years the Czech Republic has been involved in several international projects for assessing student learning outcomes. The OECD PISA survey is the best known one and the Czech Republic has participated in it since 1998. The study is focused on the outcomes of 15-year-old students and it is triennial – the CR was involved in 2000, 2003, 2006, 2009 and 2012. The Czech Republic takes part in other evaluation projects organised by the OECD (INES, IALS, ECEC and PIAACC), as well by the IEA (TIMSS, PIRLS and Civics).

Evaluation of various components of the education system also takes place at national level. The CSI carries out inspection focusing on particular themes. These are of a cross-sectional nature and make it possible to evaluate selected sectors, functions or other aspects of the education system. It is clear that several years after the establishment of regional administration and devolution of a number of powers in education and schooling from central to regional government, it is necessary to evaluate this major change in Czech education. Another important area concerns evaluation of the quality of education in view of its applicability on the labour market – both from the perspective of school leavers and employers. There is also need to provide room for evaluation carried out by other entities (pupils and their parents, municipal and regional bodies, etc.).

Indicators

- Number and percentage distribution of teachers by academic qualification, level of education (pre-primary, primary, lower and upper secondary) and by sex
In 2005/06 qualified teachers covered total of 82.5% of teaching (FTE) in primary education, 86.0% in lower secondary education and 84.9% in upper secondary education. In 2011/12 qualified teachers taught 85.8% of FTE at primary level, 85.9% at lower secondary and 85.0% at upper secondary level.
- Percentage of trained teachers who are certified to teach according to national standards by level of education (pre-primary, primary, lower and upper secondary) and by sex
This indicator is not monitored in the Czech Republic.
- Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary)
In 2005/06 there were 17.2 pupils per one teacher (FTE) in primary education, 12.5 in lower secondary and 12.2 in upper secondary education. In 2011/12 there were 16.9 pupils per teacher (FTE) at primary level, 10.8 at lower secondary level and 11.4 pupils per teacher (FTE) in upper secondary education.
- Pupil/Class Ratio (PCR) by level of education (primary, lower secondary and upper

secondary)

In 2005/06 there were 19.0 pupils per each class in primary education. In lower secondary it was 21.2 pupils per class and in upper secondary education it was 26.5 pupils per class. In 2011/12 there were 18.8 per class at primary level, 19.0 at lower secondary level and 22.8 at upper secondary level.

- Textbook/Pupil Ratio by level of education (primary, lower secondary and upper secondary) and by subject
This indicator is not monitored in the Czech Republic.
- Current public expenditure on textbooks and other learning materials as a percentage of current public expenditure by level of education (primary, lower and upper secondary education)
This indicator is not monitored in the Czech Republic.
- Teachers' compensation as a percentage of current public expenditure by level of education (primary, lower and upper secondary education)
This indicator is not monitored in the Czech Republic.
- Percentage of schools with improved water sources by level of education (pre-primary, primary, lower and upper secondary education)
This indicator is not monitored in the Czech Republic.
- Percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education)
This indicator is not monitored in the Czech Republic.
- Percentage of pupils who have mastered nationally-defined basic learning competencies (in particular literacy, numeracy and life skills) by grade (e.g. 3rd and last grade of primary education and 8th grade and last grade of lower secondary education)
This indicator is not monitored in the Czech Republic.
- School life expectancy
In the Czech Republic school life expectancy between years 5 and 39 was 16.6 years in 2006. In 2011 it was 17.9 years.
- Percentage of teachers who fulfilled required instructional hours by level of education (pre-primary, primary, lower and upper secondary) and by sex
This indicator is not monitored in the Czech Republic.

In the upcoming years measures will be taken to achieve the following objectives:

At children, pupil and student level

- To create a platform for promoting formative evaluation of children, pupils and students;

- To develop evaluation instruments in order to monitor all aspects (i.e. including those that are not directly cognitive) of pupil performance along with a detailed specification of skills necessary to achieve the required performance, including samples of evaluated work of pupils; in addition to tests the evaluation instruments must include observation and content analysis of the pupil's work and outputs;
- To ensure a higher degree of comparability of pupils' summative evaluation;
- To support higher education institutions and tertiary professional schools in streamlining student assessment methods so that they are in line with the objectives and methods of education.

At school level

- To develop and publish criteria of a good quality school and make sure they are consistent;
- To ensure the evaluation criteria used by the Czech School Inspectorate relate to the good quality school criteria, that there is a clearly described methodology for their use and that they are used during inspection and also during school evaluation by school organising bodies;
- To emphasise formative aspects in CSI evaluations of schools with a view to supporting improvement – i.e. to provide schools with the methodological support necessary to guide them towards the defined quality and to assist them in self-evaluation processes;
- To specify rules for school evaluation by their organising bodies;
- To restrict activities that may result in school rankings without the necessary context;
- To support quality assurance processes (external and internal) as a connecting link between autonomy and accountability of higher education institutions – to increase the importance of mechanisms for internal quality assurance at these institutions and to make sure they are more closely related to external evaluation and accreditation processes.